

CHALLENGE OVERVIEW

I wonder

Our Adventures with the Snowman and the Snow dog

PRIME LEARNING CHALLENGE:		YEAR GROUP: FS1	DATE: January 2019	
Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES		Outdoor Learning Focus
Week 1~ 7th January Theme: Share and celebrate about Christmas and new year. Email a picture of your festivities.	We are so excited to be back at school Using photos that the children bring or send in. Calendars for 2018	Week 1 ~ Christmas Celebrations Focus: Literacy ~ Recording highlights of the holidays Numeracy ~ Ordering numbers CLL ~ Taking an interest in what others say	Sharing and talking to friends Rekindle friendships	
Week 2~ 14th January Theme: Our adventures begin <ul style="list-style-type: none"> • Snow, frost and ice • Keeping warm in winter 	Winter Clips on CBeebies and music linked to this season	Week 2~ Signs of Winter all around? / Our Adventures begin! Focus: EAD ~ Using mixed media to create snow scenes Literacy ~ Snowy adjectives Numeracy ~ Capacity filling up the snow machine	What can you make with the snow? How else can you make a snowman?	
Week 3~ 21st January Theme: Let's visit the South Pole (Antarctic) I wonder what animals we might find (Penguins)	BBC Frozen Planet Watch Happy Feet / March of the Penguins If I were a penguin Use Looking after the Egg book for Factual information	Week 3 ~ Let's visit the South Pole Focus: K&U ~ Make observations about animals Literacy ~ Non Fiction writing fact files / finding information from books Numeracy ~ Addition	Penguin obstacle course EAD Role Play Focus	

	Look at Penguins at the zoo.		
<p>Week 4~ 28th January</p> <p>Theme: Let's visit the North Pole (Arctic). I wonder what animals we will find here? (Polar Bears)</p>	<p>BBC Frozen Planet</p> <p>Watch small section of David Attenborough</p> <p>Introduce our virtual class pet</p>	<p>Week 4~ Where in the world is it always Winter?</p> <p>Focus:</p> <p>K&U ~ Animals and their environments / talk about how environments differ</p> <p>CLL ~ Talk about different animals and their homes</p> <p>Literacy ~ Nonfiction writing / animal fact file</p> <p>Numeracy ~ Subtraction</p>	<p>Being Steve Backshaw / David Attenborough searching for animals</p>
<p>Week 5~ 4th February</p> <p>Theme: Let's visit China and see how they celebrate Chinese New Year.</p>	<p>Use the Chinese New Year artefacts</p> <p>Dragon Dance</p> <p>Use cbeebies</p> <p>Food tasting</p>	<p>Week 5~ Let's visit China and see how they celebrate Chinese New Year.</p> <p>Focus:</p> <p>Characteristics of Learning</p> <p>Literacy ~ I like ...foods/ Chinese New Year Cards</p> <p>Numeracy ~ Subtraction</p> <p>CLL ~ Listens and responds to ideas expressed by others</p>	<p>Dragon Dance</p> <p>Chinese ribbon dance</p>
<p>Week 6~ 11th February</p> <p>Theme: How can we look after the Snowman and Snow dag now we are back home.</p> <p>Share what it is to be a good friend.</p>	<p>Making valentine cards / Friendship Cards</p> <p>Welly Wednesday 13th February</p>	<p>Week 6 ~ How can we look after the Snowman and Snow dag now we are back home.</p> <p>Focus:</p> <p>K&U ~ Explain what has happened and talk about change</p> <p>Creative and critical thinking</p> <p>Literacy ~ Recording experiments and results</p> <p>Numeracy ~ Shape and Space</p> <p>PSHE ~ Value the opinions of others</p>	<p>Ice Sculptures</p> <p>Freezing and melting</p>

COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		22-36 months	30-50 months	40-60+ months
Personal, Social and Emotional*	<ul style="list-style-type: none"> • Making Relationships 	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • May form a special friendship with another child 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children • Initiates play, offering cues to peers to join them • Keeps play going by responding to what others are saying or doing • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others are saying
	<ul style="list-style-type: none"> • Self Confidence and self-awareness 	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult • Expresses own preferences and interest 	<ul style="list-style-type: none"> • Welcomes and values praise for what they have done • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions

			<p>social situations.</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community • Shows confidence in asking adults for help 	
	<ul style="list-style-type: none"> • Managing Feelings and Behaviour 	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed • Can express their own feelings such as sad, happy, cross, scared, worried • Shows understanding and cooperates with some boundaries and routines 	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others 	<ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting.
<p>Physical Development*</p>	<ul style="list-style-type: none"> • Moving and Handling 	<ul style="list-style-type: none"> • Climbs confidently and is beginning to pull themselves up on nursery climbing equipment • Turns pages in a book, sometimes several at once • Shows control in holding and using jugs to pour, hammers, books and 	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Runs skilfully and negotiates space 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over, and through balancing and climbing equipment • Handles tools, objects, construction and malleable materials safely and with increasing control

		<ul style="list-style-type: none"> mark-making tools Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines 	<ul style="list-style-type: none"> successfully, adjusting speed or direction to avoid obstacles Uses one handed tools and equipment (scissors) Can copy some letters, e.g. letters from their name. Holds pencil between thumb and to fingers, no longer using whole hand grip. 	<ul style="list-style-type: none"> Shows a preference of a dominant hand Uses simple tools to effect changes to materials.
	<ul style="list-style-type: none"> Health and Self Care 	<ul style="list-style-type: none"> Drinks well without spilling Clearly communicates their need for the toilet Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned coat 	<ul style="list-style-type: none"> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves Can usually manage washing and drying of hands Dresses with help Understands that equipment and tools have to be used safely 	<ul style="list-style-type: none"> Usually dry and clean during the day Shows understanding of how to transport and store equipment safely
Communication and Language*	<ul style="list-style-type: none"> Listening Skills 	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes. Recognises and responds to many familiar sounds Listens with interest to the noises that adults make when they read stories 	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them Listens to stories with increasing attention and recall Is able to follow directions (if not intently focused on own choice of activity) 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity

			<ul style="list-style-type: none"> • Focusing attention- still listen or do, but can shift own attention • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	
	<ul style="list-style-type: none"> • Understanding skills 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right pictures, e.g., “who’s jumping?” • Developing understanding of simple concepts. • Understands a two-part sentence and responds. (Put your toys away and then we’ll read a book). • Understands ‘who’, ‘what’, ‘where’ in simple questions 	<ul style="list-style-type: none"> • Responds to simple instructions e.g. to get or put away an object • Understands ‘who’, ‘what’, ‘where’ in simple questions (eg Who’s that? What’s that? Where is?) extend to why and how • Shows understanding of prepositions such as under, on top, behind, by carrying out an action or selecting a picture • Listens and responds to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion
	<ul style="list-style-type: none"> • Speaking skills 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feeling, experiences thoughts • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use 	<ul style="list-style-type: none"> • Can tell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk in pretending that objects stand for something else in play. (This box is my castle) • Beginning to use more complex sentences to link 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

		<p>them in communication.</p> <ul style="list-style-type: none"> • Uses gestures sometimes with limited talk. 	<p>thoughts (us and, because)</p> <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Uses a range of tenses (eg play, playing, played, will play) • Builds up vocabulary that reflects the breadth of their experiences 	
Literacy	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Have some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in missing word or phrases in a known rhyme, story or game e.g. "Humpty, Dumpty sat on a ..." 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Listens and joins in with stories, one to one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention and recall. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently • Suggest how the story might end • Shows awareness of 	<ul style="list-style-type: none"> • Hears and says the initial sound in words • Continues a rhyming string

			rhyme and alliteration	
	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meaning to marks that they see in different places. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint • Begins to break the flow of speech into words • Links sounds and letters, naming and sounding the letters of the alphabet
Mathematics	<ul style="list-style-type: none"> • Numbers 	<ul style="list-style-type: none"> • Recites some number names in sequence. • Begins to make comparisons between quantities. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Sometimes matches quantity and numerals correctly. • Recites numbers in order to 10 • Shows an interest in numerals in the environment. • Compares two groups of objects, saying when they have the same number 	<ul style="list-style-type: none"> • Recognises numerals 1 to 5 • Counts up to three or four objects by saying one number name for each item
	<ul style="list-style-type: none"> • Shape and Space 	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures to • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language 	<ul style="list-style-type: none"> • Orders and sequences familiar events • Orders two or three items by length, height. • Orders two items by weight or capacity • Can describe their relative position such as behind or next to

			<ul style="list-style-type: none"> • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects, e.g. round, tall 	<ul style="list-style-type: none"> • Uses familiar objects and common shapes to create and recreate patterns and build models.
Understanding the World	• People and Communities	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • Beginning to have their own friends • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Shows an interest in the lives of people who are familiar to them. • Remember and talks about significant events in their own experiences. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. • Recognises and describes special times or events for family or friends. • Shows an interest in different occupations and ways of life 	<ul style="list-style-type: none"> • Enjoys joining in with family costumes and routines
	• The World	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as farm, garage or train track (22-36 months) • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place they live or the natural world. • Shows care and concern for living things • Developing an understanding of growth. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change

			<ul style="list-style-type: none"> • Talk about why things happen and how things work • Can talk about some of the things they have observed such as plants, animals, natural and found objects 	
	<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car. 	<ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control • Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones • Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Completes a simple program on a computer.
Expressive Art and Design	<ul style="list-style-type: none"> • Exploring and using media and materials 	<ul style="list-style-type: none"> • Joins in singing favourite songs • Experiments with blocks, colours and marks. • Shows an interest in the way musical instruments sound 	<ul style="list-style-type: none"> • Sings a few familiar songs. • Enjoys joining in with dancing and ring games. • Beginning to move rhythmically. • Explores colour and how colours can be changed. 	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect • Explores the different sounds of instruments • Explores what happens when they mix colours

			<ul style="list-style-type: none"> • Uses various construction materials. • Beginning to be interested in and describes the texture of things. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Taps out simple repeated rhythms • Explores colour and how colours can be changed • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces 	
	<ul style="list-style-type: none"> • Being Imaginative 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a lone and saying "That's me". • Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression • Creates movement in response to music • Uses movement to express feelings. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Engages in imaginative role-play based on own first-hand experiences. • Uses available resources to 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group to develop and act out a narrative • Create simple representations of events, people and objects

			<p>create props to support role play</p> <ul style="list-style-type: none"> • Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words • Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words 	
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DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ Williams Winter Wish ▪ The Great Journey North ▪ Meerkat Mail ▪ Polar Bears / Penguin Factual Books ▪ Looking after the Egg ▪ Paddle like a polar Bear ▪ Little Polar Bear ▪ Happy Feet 	<ul style="list-style-type: none"> ▪ Independently choosing mark making tools from the areas indoors and outdoors ▪ Experimenting with mark making in sand, shaving foam, bubbles, paint etc ▪ Writing labels and captions (factual and fiction) ▪ Mark making station 	<ul style="list-style-type: none"> ▪ Counting every day in play ▪ Number recognition at leap into learning time. ▪ Ordering numbers 1-10 ▪ Counting 1-10 and matching numerals ▪ Sing simple number rhymes ▪ Number formation ▪ Comparing two numbers, 	<ul style="list-style-type: none"> ▪ ordering size, comparing lengths and using the language of comparison (snowmen) ▪ Measuring heights using cubes etc ▪ Using bee bott for directions (space mat) ▪ Shapes in the environment

<ul style="list-style-type: none"> ▪ Frozen ▪ Themed Winter Story books ▪ The Winter Story ▪ Is it Spring Yet? ▪ Winter Friends ▪ Snowy, Blowy Winter ▪ Animals in Winter ▪ The biggest Snowman ever ▪ Hello Snow ▪ 10 in the sled ▪ Big Bear Little Bear ▪ Bedtime for Little Bears 	<ul style="list-style-type: none"> ▪ Recognizing their names at self-registration time. ▪ Beginning to practice writing own name. ▪ Tracing different patterns to help with letter shapes ▪ Simple letter formation on iPads ▪ Start RWInc Sessions ▪ Messages to different characters ▪ Descriptive writing / fact finding ▪ Recount of events ▪ Mind maps ▪ Class big book ▪ Writing simple sentences ▪ Using phonics for writing ▪ Sound Walk ▪ Labelling Colours ▪ Role Play ▪ Writing science investigations 	<p>comparing quantities, recognizing who has less, who has more</p> <ul style="list-style-type: none"> ▪ Counting forwards and backwards ▪ Sharing objects ▪ Subtraction ▪ Simple tally charts / pictograms to make charts 	<ul style="list-style-type: none"> ▪ Making shapes 2d and 3d ▪ Recognising shapes 2d and 3d ▪ Use shapes to build a snowman ▪ Making shapes using their bodies ▪ Positional language ▪ Ordering and sequencing events simple time ▪ Recognising patterns
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PERSONAL, SOCIAL AND EMOTIONAL	PHYSICAL DEVELOPMENT	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> • Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn. • Begin to develop self-confidence and a sense of security • Make and express choices, plans and decisions. • Express appropriate needs 	<ul style="list-style-type: none"> • Be active and move in different ways. • Move in response to sound and music both real and imaginary. • Begin to explore different ways in which they can use their bodies in physical activities. • Use a variety of small and large equipment. • Move in a range of 	<ul style="list-style-type: none"> • Use all their senses to investigate the natural and made environment. • Make predictions • Melting and freezing • Asking questions about the world • Animals and their environments ~ how do animals adapt • Hot and cold investigations ~ how do they stay warm 	<ul style="list-style-type: none"> • Explore the colour, texture and form of man-made and natural things. • Listen and respond to sound, rhymes, songs and a variety of music. • Make sounds and music using voice, body sounds and instruments. • Participate in simple singing games and rhymes • Use their imagination in role play • Use role play to re-create and invent situations based on own experiences. • Select a colour for a purpose and with intent

<p>and preferences</p> <ul style="list-style-type: none"> • Acknowledge the need for help and seek help from others. • Form positive relationships with familiar adults • Form positive relationships with other children • Begin to share and take turns • Begin use resources with care and understand the need for safety 	<p>different spaces and levels in natural and made environments indoors and outdoors</p> <ul style="list-style-type: none"> • Begin to understand the need for safety of themselves. • Begin to use the toilet independently • Put on coat with some support • Wash hands independently 	<ul style="list-style-type: none"> • Make collections of things that interest them. • Have time and opportunity to wonder • Build and construct with a wide range of resources • Find out about communities and traditions • Discuss similarities and differences about each other • Talk about their past • Select tools and resources to cut, join and stick • Talk about the changes in the environment • Discuss why changes happen 	<ul style="list-style-type: none"> • Explore textures and materials • Manipulate materials for planned effect • Use what they know about resources effectively • Play cooperatively as a group to plan out a narrative
		<p>TECHNOLOGY</p> <ul style="list-style-type: none"> • To understand that we can use a range of technologies to share what we know and experience. (Videos, pictures , email, text and QR codes) • Use a digital camera to take photos • Use IT to begin to develop their awareness of the world. • Use programmable toys • Use tape recorders and cd players • Begin to use iPads • See Computing curriculum • Select technology for a 	

		<p>purpose</p> <ul style="list-style-type: none"> • Use a mouse reliably • What's the big idea (CBeebies) looking at what a friend is like 	
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SCHOOL VALUES				
<p>Characteristics of Learning: Playing and Exploring (Engagement)</p> <p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> • Using senses to explore the world around them. • Showing Curiosity about objects, events and people <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none"> • Representing their experiences in play. • Pretending objects are things from their experience. <p><u>Being willing to "have a go" :</u></p> <ul style="list-style-type: none"> • Initiating activities • Showing a "can do" attitude • Seeking a challenge 	<p>Characteristics of Learning: Active Learning (Motivation)</p> <p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time. • Showing high levels of energy , fascination • Paying attention to detail <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none"> • Persisting with activities when challenges occur. <p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals 	<p>Characteristics of Learning : Creating and Critical Thinking (thinking)</p> <p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> • Thinking of ideas. • Finding new ways to do things. • Making predictions <p><u>Making Links:</u></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experiences. <p><u>Choosing ways to do things:</u></p> <ul style="list-style-type: none"> • Checking how well their activities are going. • Planning, making decisions about how to approach 	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Anti-bullying week • Possible professional production • Celebrating inclusion and diversity in the local area • Stay and play time • Looking at the seasons in the local area • Begin Forest School Experience • Stranger danger • Welly Day 	<p>ORACY / PRESENTATION: (Communication and Language)</p> <ul style="list-style-type: none"> • Talking in small groups about themselves and their families. • Talking in small groups about how they feel and how their feelings change. • Use "Big Idea" to promote discussion about how they feel. • Use puppets to make up stories about different emotions. • Share photos of different environments • Presentation and discussion about similarities and differences between themselves and other people • Listen to stories on a

		a task, solve a problem and reach a goal.		cd player <ul style="list-style-type: none">• Role play area using own experiences as a basis of play.• Sharing experiences• Listening skills and games
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